

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☐ High ☐ K-12 ☒ (K-8)
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Dr. Noreen Duffy Copeland

Official School Name: Holy Ghost Catholic School

School Mailing Address:
6201 Ross SE
Albuquerque, NM 87108-4814

County: Bernalillo State School Code Number*:

Telephone: (505) 256-1563 Fax: (505) 262-9635

Web site/URL: holyghostcatholicschool.com E-mail: hgschool964@aol.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Sister Mary Klersey

District Name: Archdiocese of Santa Fe Tel: (505) 831-8173

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Michael Bickel

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 16 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	8	10	18	7	8	10	18
K	15	9	24	8	16	8	24
1	11	16	27	9			0
2	6	13	19	10			0
3	6	9	15	11			0
4	5	11	16	12			0
5	10	21	31	Other			0
6	15	11	26				
TOTAL STUDENTS IN THE APPLYING SCHOOL							218

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
3 % Asian
1 % Black or African American
48 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
28 % White
19 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 5 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1.	208
(5)	Total transferred students in row (3) divided by total students in row (4).	0.048
(6)	Amount in row (5) multiplied by 100.	4.808

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 3

Specify languages:

Spanish, Japanese, Vietnamese

9. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 28

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3 %

Total Number of Students Served: 6

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>1</u>
Classroom teachers	<u>14</u>	<u>4</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>0</u>	<u>1</u>
Total number	<u>18</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 15 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	96%	96%	97%	96%
Daily teacher attendance	98%	98%	98%	97%	98%
Teacher turnover rate	19%	22%	22%	17%	17%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teacher turnover rate: With a staff of 18, typically one to three teachers leave annually. Reasons for leaving include starting a family, returning to school, moving out of state, or the need for higher salary offered by the public school system. Average turnover rate for the last five years is 19%.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

The students of Holy Ghost Catholic School (HGCS) arrive each day from the valley of the Rio Grande, from the east side of the Sandia Mountains, from our neighborhood “war zone” and from the newer homes in the foothills and on the west side. Representing the diversity of Albuquerque, our students come together in an environment that fosters faith, learning and service. We gather in a place where learning is considered sacred and students and staff are dedicated to continuous improvement.

The school community’s commitment to continuous systemic improvement has earned several awards: a 2007 Quality New Mexico Roadrunner Recognition, where we were one of six organizations in the state to be recognized for their high level of deployment of a process of continuous improvement; during our 2007 NCA CASI accreditation site visit, we received five commendations from the Quality Assurance Team: “the school leadership and faculty have fully embraced the spirit of continuous improvement and use external methods of evaluation to help guide their actions; the Service Learning Program provides opportunities for students to develop and enhance concepts and skills across the curricula; the school has implemented a systematic communication process that allows for two-way communication between parents and teachers concerning student performance; the leadership of HGCS inspires a robust culture of collaboration with the key stakeholders of the school community; HGCS is committed to the Catholic faith and Catholic education.” The story of our journey of continuous improvement explains how HGCS has worked to meet the criteria of a Blue Ribbon School.

Today HGCS serves 215 students from 154 socio-economically and ethnically diverse families in grades pre-kindergarten through eighth grade. The purpose of HGCS is rooted in its history and remains the same: to provide a Catholic education to students. The mission statement of the school, “The HGCS community provides opportunities for academic success and the demonstration of Catholic values through service to others,” is our foundation.

In 1999, learning and teaching at HGCS took on a new direction. We were accepted into “Strengthening Quality Schools (SQS) in New Mexico,” a state-wide initiative sponsored by the Governor’s Business Executives for Education. The SQS organization trains school teams in a process of continuous improvement. We began our SQS work with a thorough self-examination of the school’s mission statement and school-wide goals using “quality tools.” Through an analysis of student data, S.M.A.R.T. school-wide goals (goals that are Specific, Measurable, Aligned to standards or curriculum, Results and Time oriented) were reestablished for all students. New school-wide goals and intermediate, short-cycle grade level benchmarks were created. “Graph it, graph it, graph it,” became our mantra as we determined the curricular areas in need of improvement. We began to understand the power of utilizing a continuous improvement process in order to foster systemic change.

After another SQS training, the staff formed goal teams that assumed ownership of the school’s continuous improvement process as related to a curricular goal. The math, reading, and writing goal teams selected short-cycle assessments to measure students’ improvement, analyzed student data, and identified opportunities for professional development. Staff in-services now focus on implementing research-based, effective instructional strategies and “best practices” that support continuous student improvement. In addition, “grazing” sessions provide the staff with opportunities to share classroom evidence of students’ improvement and implementation of instructional strategies while enjoying treats.

Our Service Learning Goal Team grappled with how to establish a S.M.A.R.T. goal that was aligned to our mission statement and was able to “measure” our Catholic identity. “Teaching students to serve others as Jesus did” became the focus of this goal team. They began to investigate “best practice” in service learning and constructed a list of practices from several Catholic schools as well as national service-learning

organizations. In 2005, two staff members attended Service Learning training at The University of New Mexico. From this professional development opportunity and their prior work, they created the framework to develop our Service Learning Program which was one of six programs in NM recognized by the 2008 NCA CASI New Mexico Quality Education Awards Program as “Best in Class.”

Analysis of data is part of the Plan-Do-Study-Act (PDSA) continuous improvement cycle which is regularly employed by teachers and students. On classroom and individual PDSAs, staff and students note changes to instruction and/or students’ learning plans. At the start of each year, students in each class compose a mission statement and goals that are aligned with the school-wide mission statement and goals. Students maintain individual data folders to measure their own continuous improvement toward established grade level benchmarks. Adorning the walls of classrooms are graphs and charts that document students’ learning. Our students proudly share their class mission statement, goals, and their student data folders with their parents during Curriculum Night in September.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

All Catholic schools in the Archdiocese of Santa Fe System, including HGCS, have used the complete battery of the Iowa Test of Basic Skills (ITBS) as our summative assessment in grades 3, 5 and 8 for many years. Beginning in the spring of 2005, HGCS began testing grades 4, 6, and 7 with the core battery of ITBS as well in order to track our students' annual progress. Beginning in 1st grade, students' progress in reading is evaluated three times a year using the STAR Reading Test, a component of the Accelerated Reader Program from Renaissance Learning. Students' progress in math is monitored using a school designed test that is administered five times a year to formatively assess students' mastery of the identified grade level computational benchmarks.

In the four year period from 2005 (the first year of annual testing for all grades 3 and higher) to the present, our 8th grade scores on ITBS for math and reading generally increased. Reading scores for 8th grade increased 11 percentile ranks, while math scores rose 15 percentile ranks. Scores are also improving for students in grades 6 and 7, with the largest gains being made in 7th grade with an increase of 19 percentile ranks for reading and 18 percentile ranks for math. However, scores for grades 3, 4, and 5 are still fluctuating, which may be due to the fact that 3rd grade is the first year of formal standardized testing for our students, the small number of students being tested and several identified 3rd grade students just beginning the Wilson Language System. The increase in scores for grades 6 – 8 may be attributed to our classroom focus on computation, as well as the interventions implemented to improve student performance in reading and math.

Disaggregated data demonstrate that students who remain at HGCS through 8th grade have almost closed all gaps between student population segments in mathematics computation. For the current 8th grade, Caucasian students scored 12 percent higher than Hispanics in the math computation section of ITBS. Students who are eligible for the federal free and reduced-price lunch program and who attend After School Reading Lab, or Wilson Language System classes scored higher than their classmates who do not attend these programs. It should be noted that 2008 was the first year that these students did not have the ITBS read to them through alternative testing.

Results from the STAR Reading test show an increase in average grade equivalent reading levels of 3 or more grade levels for students in grades 4 – 8 over the past four years. For example, students in grade 8 in May 2003 had an average grade equivalent of just over 6. In May 2007, 8th graders had an average grade equivalent just over 9. Gains were made by free and reduced-price lunch students and Title I students, though the increases were not as significant as those made by the class as a whole.

Data from the school designed math benchmark assessments is analyzed for both entire classes and population segments. In August 2007, students in grades 3 through 8 scored an average of 54% correct on their grade level assessments. By May 2008, those students scored an average of 86% correct, with 3rd and 5th grades showing the greatest gains in one school year. The benchmark data also indicate that gaps are closed by May of each school year for free/reduced lunch and Title I students. In May 2008, Native American students, who number fewer than 10, had the highest scores with an average of 88% correct, followed by Caucasian students at 70% and Hispanic at 62%.

In summary, the SQS continuous improvement process has taught the staff at HGCS how to gather and analyze assessment data in order to improve student learning and performance.

2. Using Assessment Results:

HGCS Goal Teams regularly review assessment data in a systematic manner to achieve school-wide strategic goals. For example, the Math Goal Team (MGT) met before the end of 2007-08 to analyze results of the students' grade level short-cycle benchmark tests as well as the computation scores on the ITBS. Students who had not met their grade level benchmarks were required to attend "Math Catch-up Camp" during the summer or to complete computation assignments independently. This fall, staff concern about students' lack of fluency on their multiplication facts, led the MGT to identify which students in grades 4-8 were deficient through timed tests. Parents were informed of their child's test results and of the learning intervention that the MGT had organized. The students who had not mastered their multiplication facts were required to attend After School Math Lab twice a week to practice multiplication facts using computer software.

The Reading Goal Team (RGT) also regularly monitors students' progress toward their quarterly Accelerated Reader® goal and toward school-wide goals and makes recommendations to improve learning. Through analysis of the August STAR Test and the ITBS, the RGT identifies students who are eligible for the After-School Reading Lab and Wilson Language System. Students who attend the After School Reading Lab work with Fluent Reader®, a computer assisted instructional program that increases fluency while checking reading comprehension. In addition, the RGT identifies third grade students who are not reading independently at their grade level. These students are referred for further testing to determine eligibility for the Wilson Language System, a multi-sensory instructional reading program.

In summary, the HGCS Goal Teams ensure students' progress towards meeting the school goals through analysis of data from formative and summative assessments. Assessments include quarterly math and writing benchmarks as well as daily Accelerated Reader quizzes, and STAR® Reading and Math assessments that are administered three times a year. Primary students also are evaluated by the following pre- and post-assessments: DIBELS, Early Literacy®, and Early Prevention of School Failure®. These assessments and their corresponding benchmarks inform our decisions about improvements in teaching and learning.

3. Communicating Assessment Results:

At HGCS, we believe that effective communication between school and home is essential to maintain our learning-centered environment. To address the identified need to develop a systemic communication process between home and school, HGCS initiated the "Monday Parent-Teacher Communicator Folder" (MP-TCF) in August 2005. The MP-TCF is sent home each Monday for review by parents. Inside the MP-TCF, parents find their student's graded work, information about student performance on any assessments, and the weekly school newsletter. Students' work and assessment results are due back with parent signatures each Wednesday. Parents have indicated that they appreciate the predictability of this system.

Orientation held just before the start of each school year begins our communication with parents about students' expected performance toward goals. During these grade level meetings, teachers explain the current school-wide goals and the corresponding grade-level benchmarks. Shortly after the start of school, students are assessed with the STAR Reading test and the math benchmark assessment. These results are shared and discussed with the students in order to develop a class PlanDoStudyAct improvement cycle and are sent to parents using the MP – TCF. Later in the year, results of the Iowa Test of Basic Skills are mailed to parents. In this mailing the principal also invites parents to attend a meeting where she explains the meaning of norm-referenced tests like the ITBS and shares the class averages. However, the ASFCSO prohibits blanket publishing of school results of ITBS to the community at large.

Continued communication of each child's progress in all areas occurs during the two annual conferences at the end of the first and third quarters. Students receive report cards at the end of each 9 week quarter. Parents

of students in grades 4-8 also receive mid-quarter progress reports informing them of students' progress. All classrooms are equipped with telephones and teachers respond to parents' messages.

The Student Data Folder is another systemic tool that informs parents of students' performance. At the start of the school year, each student organizes his/her Data Folder with grade level benchmarks and reading and service learning logs. On Curriculum Night students enthusiastically share their Data Folders with their families after presenting their class mission statement and goals to the entire assembly.

4. Sharing Success:

HGCS shares its success with its stakeholders and with the community at large. HGCS was recommended as a model school by the local New Mexico North Central Association (NCA CASI) office to other schools that were writing the Standards Assessment Review. Information is also exchanged through local media outlets such as Catholic Radio and the Albuquerque Journal where news about our successes is conveyed to the general public. Members of our Writing Goal Team have held workshops for other Archdiocesan teachers on the use of the 6 + 1 Traits of Writing program. The school has hosted two workshops with approximately 50 school professionals to share information about our award winning service learning program. We have also held workshops on the use of Microsoft Excel. HGCS faculty has exchanged ideas with other Catholic school professionals at annual meetings sponsored by the Archdiocese. One faculty member's professional dossier is used as an example by the ASFCSO for other teachers working to complete their NM Level II teaching license requirements.

Our principal, Dr. Copeland, has conducted trainings on the use of mediation and conflict resolution with Catholic school administrators and teachers and at the annual Catholic School Law Symposium and the National Catholic Education Association national conference. She also has made presentations at the New Mexico NCA CASI Conference on writing the Standards Assessment Review and the Roadrunner Award application as part of the Strengthening Quality Schools program. In 2007-08 a teacher served on a New Mexico NCA CASI Quality Assurance Team; another teacher served as a Quality NM Award Examiner.

The principal recognizes and reinforces high workforce performance by nominating teachers for awards. These efforts have resulted in two teachers receiving the "Archdiocesan Teacher of the Year Award" in 2001 and 2006. Three teachers received Catholic Teacher Awards in 2001, 2007 and 2008 from the Catholic Foundation. Sharing our knowledge and success has become a part of the culture at HGCS and gives us the foundation to share our story if chosen as Blue Ribbon School.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

HGCS offers a rigorous, learning-centered education based on curriculum standards and concepts established by the Archdiocese of Santa Fe Catholic Schools Office (ASFCO). The ASFCO collaborates with classroom teachers to develop content based curriculum standards which result in content area concept records for each grade level. On their daily lesson plans, teachers must note the number of the curricular standard addressed, and describe the assessment used to measure students' mastery of that concept.

In 2002, our first school-wide reading goal was established: "All students will read and comprehend at or above grade level as measured by an average score of 85% on Accelerated Reading (AR) quizzes." A 30 minute school-wide AR reading time was established for students to read independently and take quizzes. Teachers monitor students' progress toward individual goals through the "Status of the Class" instructional strategy. In response to teachers' concern about inadequate instructional time for reading, the school day was extended in 2003 by 30 minutes. (Teachers agreed to receive no additional compensation for the increase in the school day.) Our school-wide AR success has laid a strong foundation for the school's other curricular areas of language arts (writing, spelling, vocabulary), mathematics, religion, social studies, and science.

When our principal arrived in 1993, professional development at HGCS targeted the implementation of the National Council for Teaching Mathematics (NCTM) national standards for teaching math. In support of the ASFCO curriculum, the faculty has adopted Everyday Math for use in grades K – 5 and the Connected Math Project 2 for middle school. The faculty has been extensively trained in implementing Everyday Math. Both programs provide students with problem centered learning along with practice and application of concepts and related skills.

The Northwest Regional Education Lab's 6+1 Traits of Writing was selected to be the school-wide curriculum because the program provides a common writing vocabulary for grades K-8, teacher training and rubrics to implement the writing process. In the summer of 2006, the Writing Goal Team developed specific grade level rubrics to address students' sequential development as writers.

To support implementation of the ASFCO science and social studies curricula, teachers have identified grade level essential concepts and vocabulary. This allows for standards-based spiraling instruction as students gain mastery of the content standards. Students are involved in inquiry based hands-on labs, project-based learning, and the use of technology to conduct research. Teachers also continuously reinforce the scientific process.

Foreign language instruction begins in Pre-Kindergarten and continues through grade 8 as our students experience Spanish through song, rhymes, movement, games and vocabulary development. In middle school ninety percent of all students in grades 6, 7, and 8 receive instruction in Spanish twice a week for 45 minutes. The middle school course of Spanish emphasizes all the components of learning a foreign language: speaking, listening, reading and writing.

Fine Arts are considered an essential component of the HGCS curriculum. Art classes meet 45 minutes a week and emphasize art history, multiculturalism and creative expression. Music classes meet 45-90 minutes a week and employ the Kodaly method, which emphasizes literacy, listening and exploration in the primary grades, and performing and composing in the upper grades. A rigorous instrumental program begins with 3rd and 4th graders learning to play recorder and continues with orchestra offered to 4th -8th graders.

HGCS's Technology Plan was written by parents and our technology teacher and serves as a model for the ASFCO. Technology is considered to be a tool for learning at HGCS. From kindergarten through 8th grade,

students learn about hardware and software applications, the Microsoft Office Suite, how to conduct research, and keyboarding.

Our Service Learning curriculum addresses students' social responsibility to their community and teaches students to serve others as Jesus did, in alignment with our mission statement. Finally, all students attend physical education classes for two or three 45 minutes class periods per week. The PE curriculum utilizes three tools to assess students: Presidential Physical Fitness benchmarks, Early Prevention of School Failure, and the Fitnessgram standards.

Interventions and remediation are part of the continuous improvement process in order to ensure that all students are given opportunities to meet identified curricular benchmarks. Curricular and instructional interventions include Title 1 After-School Reading Lab, Title 1 Wilson Language System, After-School Math Lab, peer tutoring sponsored by the Student Council, Homework Club, AR Duo-log tutoring and Summer Catch-Up Camps. Teachers, students and parents work together to ensure that the learning environment honors and respects the individual learner. In summary, the academically challenging ASFCS curriculum and the use of effective instructional strategies offer each HGCS student opportunities to excel.

2a. (Elementary Schools) Reading:

As a fifth grader stated last August, "I never used to like to read and now I love to read." Matthew's comment to the principal summarizes the hidden goal of our reading curriculum: to develop HGCS students into life-long readers.

A balanced literacy framework best describes our reading curriculum, which focuses on the five components of reading instruction: phonemic awareness, phonics, vocabulary, comprehension and fluency. Grades K-3 use Foundations, an offshoot of the Wilson Language System (WLS), which HGCS adopted for Title 1 students in 2004. This multi-sensory approach to phonics and phonemic awareness engages the students in "sky writing," learning "key letter-sounds," recognizing patterns, and memorizing "outlaw" words. The curricula in grades 4-8 build on these skills through poetry, rhyme, alliteration, and a comprehensive vocabulary program. The extensive library collection of over 12,000 books is available daily, during and after school for research and pleasure.

The staff chose the Houghton Mifflin basal reader program for K-5 because of its use of published fiction and non-fiction and because of the comprehensive nature of the program, including vocabulary development, differentiated instruction and specific interventions for at-risk students. This basal program guides teacher instruction to reinforce students' higher level reading skills such as cause and effect, comparison, and inference skills. Students in grades 2-8, who are not yet reading at grade level, are required to attend the After School Reading Lab which uses Renaissance Fluent Reader software to increase their fluency and check for comprehension.

The middle school language arts teacher, ASFCSO's "Teacher of the Year" in 2007, has a great ability to get students excited about literature. The middle school curriculum engages students in shared inquiry as they analyze literature of the Great Books series, works of Shakespeare, classic books and poetry. Students examine the author's application of the 6+1 Traits of Writing for their quarterly book reports.

2b. (Secondary Schools) English:

3. Additional Curriculum Area:

In 2000, HGCS adopted the Everyday Mathematics program developed by the University of Chicago for students in grades K through 5. Professional development at HGCS had targeted the implementation of the national standards for teaching math; and Everyday Math had been identified as exemplary best practice by the U.S. Department of Education in 1999. We continued using the series during the state math adoption in 2006 because of the positive evaluation from the What Works Clearinghouse through the US Department of Education. In addition, the faculty had been extensively trained in implementing Everyday Math. Students in grades 6 – 8 are using the Connected Math Project 2, which was adopted in 2006.

The HGCS math goal states that all students will score in the mid to high quartile in Mathematics Computation as measured by ITBS. This goal was selected after analyzing ITBS scores and recognizing that our students' computation scores were consistently lower than scores compared to the other two subtests. Using the ASFCO curriculum and the ITBS, grade level benchmarks were identified by the Math Goal Team to support improvement of students' computational skills. Short-cycle benchmark assessments are administered five times annually to determine individual progress towards mastering these computational benchmarks. The PDSA process is continuously employed to improve student performance to achieving this goal. Students who have not mastered their grade level benchmarks at the end of each school year are required to attend summer "Catch-up Camp" to further practice those skills. In addition, there is currently an After School Math Lab which has been implemented and designed to help students in grades 4 through 8 master multiplication facts.

4. Instructional Methods:

To achieve academic excellence and provide opportunities for the success of each student, teachers employ the ten research-based strategies identified by Robert Marzano to be highly effective instructional methods which include summarizing and note taking, identifying similarities and differences, representing knowledge graphically, setting objectives and providing feedback, generating hypotheses, and vocabulary development. Application of students' higher order thinking skills and their participation in innovative approaches to learning is evident in the instructional methods utilized by teachers.

Students are actively involved in the learning process, beginning in August when each child helps write a class mission statement and goals aligned to our HGCS mission statement and school-wide goals. Student involvement continues with the Plan-Do-Study-Act (PDSA) continuous improvement cycle, which helps teachers and students monitor their achievement of strategic goals. Incorporating Marzano's highly effective instructional methods into the PDSA cycle helps teachers differentiate instruction and promote student ownership of the learning process while developing critical thinking skills. Teachers select a curriculum standard that becomes the PLAN, the nonnegotiable goal for the learning cycle and a pre-test is administered. Both teachers and students construct the Do section of the PDSA. They determine which methods provide the best opportunities to comprehend the standard/skill. After teachers and students implement the Do, students are assessed for mastery. Data from the assessment are analyzed by the teacher and students during the Study part of the PDSA learning cycle. If mastery was achieved, the Act portion leads to the next PDSA with a new standard. If not, the class must agree on what must be done differently by the teacher and the students as they begin a new DO part of the PDSA cycle.

In most content areas including science, social studies, religion, and computer technology, teachers identify key mastery concepts and vocabulary. Younger students are introduced to the mastery concepts and vocabulary at the start of a unit. Middle school students receive all mastery concepts and vocabulary at the start of the school year. Frequent formative tests and quizzes help reinforce the mastery of these key concepts

and vocabulary.

5. Professional Development:

Professional development begins with example. As members of the SQS Leadership Team, both the principal and assistant principal are seen as models of continuous learning. These administrators who both teach courses in the middle school are viewed by staff as committed to continuous professional development. Their annual Professional Development Plans are also focused on best instructional practice and alignment and deployment of the school vision/mission and goals.

The ASFCSSO evaluation system supports high staff performance and workforce engagement through the utilization of the ASFCSSO Professional Development Plan (PDP). As per ASFCSSO policy, all staff members are required to develop and deploy a PDP that is aligned with the implementation of the school's vision, mission, and school-wide strategic goals. The principal meets with each staff member to share information, review the PDP for student focus, best practice alignment and deployment of the vision, mission statement and goals.

Classroom teachers attend trainings that must total a minimum of 20 hours annually including workshops and conferences related to best instructional practice, development of the whole child, curricular content areas or support for the teacher's PDP. Faculty members have received extensive training through the SQS program since 1999, particularly the members of the SQS Leadership Team. Two members of the Leadership Team attend ongoing "Train the Trainer" workshops through SQS in order to be able to share their increased knowledge with HGCS faculty. Professional growth opportunities are recorded on the ASFCSSO Record of Professional Development. In 2007 "NM Licensure Strand B" (instruction) was selected as the school-wide focus for the PDP because this strand further supports the faculty's implementation of Robert Marzano's research in "best instructional practice." Staff members who teach in specialty content areas (ie. fine arts, physical education, library/media) attend regional conferences and workshops to deepen their understanding of best practices in their respective fields.

6. School Leadership:

The principal, hired in 1993, reports directly to the pastor and superintendent of the ASFCSSO. Through her visionary leadership, our quality journey began in 1999, as our staff attended public workshops on the Strengthening Quality Schools initiative. The principal, assistant principal and the SQS Leadership Team are the identified senior leaders at HGCS. The administration's expectation is that each staff member assumes ownership of the vision, mission, strategic goals and values of HGCS. Our leadership has developed several systematic mechanisms to guarantee effective communication among the staff in order to make data-based decisions about programs and resources that effect students' continuous achievement.

Each staff member is considered a leader within the HGCS learning community. In fall of 2004 the SQS Leadership Team established Goal Teams at HGCS. Each teacher works on one of four teams: service learning, writing, math, or reading. Each Goal Team assumes leadership and responsibility for deployment of a school-wide goal through monitoring students' progress and implementing interventions to assist students who are not meeting the goal.

The principal leads by empowering others and effectively communicates with the entire workforce. The principal usually deploys a consensus process for school-based decisions. The principal values faculty input and attends weekly grade level meetings to hear teacher concerns, review school-wide programs, discuss student needs, and identify teaching resources needed by the staff. Officers of the Student Council meet regularly with the principal to discuss students' concerns and set dates for Student Council events.

HGCS's organizational knowledge is developed and maintained by the principal. Each year, she leads the staff through a review of ASFCSO handbooks, parent/teacher handbooks, personnel policies, safety and crisis management, conflict resolution curricula, and best instructional practices. Ethical practices, as defined by NCEA Code of Ethics and ASFCSO policies, are instated at the commissioning of staff prior to the start of each school year as they pledge to undertake the work of a Catholic school educator.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4195</u> K	<u>\$4195</u> 1st	<u>\$4195</u> 2nd	<u>\$4195</u> 3rd	<u>\$4195</u> 4th	<u>\$4195</u> 5th
<u>\$4195</u> 6th	<u>\$4195</u> 7th	<u>\$4195</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$0</u> Other				

4. What is the educational cost per student? \$ 5086 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 441
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
10 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
100 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 3 Test: ITBS (Form A)

Edition/Publication Year: 2000 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	63	70	63	42	62
Number of students tested	12	24	16	18	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	9	1	4	
Percent of students alternatively assessed	25	37	6	22	
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Scores in column 1 are for March 2008; scores in column 2 are for March 2007; scores in column 3 are for March 2006; scores in column 4 are for March 2005; scores in column 5 are for March 2004.

No subgroup had more than 10 students.

Alternative assessment means that the ITBS was read to the student as per student's 504 plan.

Subject: Reading Grade: 3 Test: ITBS (Form A)
Edition/Publication Year: 2000 Publisher: Riverside
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	69	72	62	54	78
Number of students tested	12	24	16	18	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	9	1	4	
Percent of students alternatively assessed	25	37	6	22	
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Scores in column 1 are for March 2008; scores in column 2 are for March 2007; scores in column 3 are for March 2006; scores in column 4 are for March 2005; scores in column 5 are for March 2004.

No subgroup had more than 10 students.

Alternative assessment means that the ITBS was read to the student as per student's 504 plan.

Subject: Mathematics Grade: 4 Test: ITBS (Form A)

Edition/Publication Year: 2000 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Average Score	75	48	46	64	
Number of students tested	26	17	15	22	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	7		3	1	
Percent of students alternatively assessed	27		20	4	
SUBGROUP SCORES					
1. Caucasian(specify group)					
Average Score	81				
Number of students tested	11				
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Scores in column 1 are for March 2008; scores in column 2 are for March 2007; scores in column 3 are for March 2006; scores in column 4 are for March 2005.

ITBS tests were not administered to Grade 4 until the 2004-05 school year.

Alternative assessment means that the ITBS was read to the student as per student's 504 plan.

Subject: Reading Grade: 4 Test: ITBS (Form A)
Edition/Publication Year: 2000 Publisher: Riverside
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Average Score	81	63	63	83	
Number of students tested	26	17	15	22	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	7		3	1	
Percent of students alternatively assessed	27		20	4	
SUBGROUP SCORES					
1. Caucasian(specify group)					
Average Score	85				
Number of students tested	11				
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Scores in column 1 are for March 2008; scores in column 2 are for March 2007; scores in column 3 are for March 2006; scores in column 4 are for March 2005.

ITBS tests were not administered to Grade 4 until the 2004-05 school year.

Alternative assessment means that the ITBS was read to the student as per student's 504 plan.

Subject: Mathematics Grade: 5 Test: ITBS (Form A)
Edition/Publication Year: 2000 Publisher: Riverside
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	65	63	72	71	72
Number of students tested	20	10	24	23	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		2	2	1	4
Percent of students alternatively assessed		20	8	4	17
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Scores in column 1 are for March 2008; scores in column 2 are for March 2007; scores in column 3 are for March 2006; scores in column 4 are for March 2005; scores in column 5 are for March 2004.

No subgroup had more than 10 students.

Alternative assessment means that the ITBS was read to the student as per student's 504 plan.

Subject: Reading Grade: 5 Test: ITBS (Form A)
Edition/Publication Year: 2000 Publisher: Riverside
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	66	74	74	72
Number of students tested	20	10	24	23	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		2	2	1	4
Percent of students alternatively assessed		20	8	4	17
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Scores in column 1 are for March 2008; scores in column 2 are for March 2007; scores in column 3 are for March 2006; scores in column 4 are for March 2005; scores in column 5 are for March 2004.

No subgroup had more than 10 students.

Alternative assessment means that the ITBS was read to the student as per student's 504 plan.

Subject: Mathematics Grade: 6 Test: ITBS (Form A)

Edition/Publication Year: 2000 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Average Score	71	71	66	65	
Number of students tested	18	23	24	25	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	2	2	3	
Percent of students alternatively assessed	11	8	8	12	
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Scores in column 1 are for March 2008; scores in column 2 are for March 2007; scores in column 3 are for March 2006; scores in column 4 are for March 2005.

ITBS tests were not administered to Grade 6 until the 2004-05 school year.

No subgroup had more than 10 students.

Alternative assessment means that the ITBS was read to the student as per student's 504 plan.

Subject: Reading Grade: 6 Test: ITBS (Form A)

Edition/Publication Year: 2000 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Average Score	72	69	68	64	
Number of students tested	18	23	24	25	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	2	2	3	
Percent of students alternatively assessed	11	8	8	12	
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Scores in column 1 are for March 2008; scores in column 2 are for March 2007; scores in column 3 are for March 2006; scores in column 4 are for March 2005.

ITBS tests were not administered to Grade 6 until the 2004-05 school year.

No subgroup had more than 10 students.

Alternative assessment means that the ITBS was read to the student as per student's 504 plan.

Subject: Mathematics Grade: 7 Test: ITBS (Form A)

Edition/Publication Year: 2000 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Average Score	74	72	75	56	
Number of students tested	23	26	25	21	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	3	3	3	
Percent of students alternatively assessed	8	12	12	14	
SUBGROUP SCORES					
1. Caucasian(specify group)					
Average Score			78		
Number of students tested			11		
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Scores in column 1 are for March 2008; scores in column 2 are for March 2007; scores in column 3 are for March 2006; scores in column 4 are for March 2005.

ITBS tests were not administered to Grade 7 until the 2004-05 school year.

Alternative assessment means that the ITBS was read to the student as per student's 504 plan.

Subject: Reading Grade: 7 Test: ITBS (Form A)
Edition/Publication Year: 2000 Publisher: Riverside
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Average Score	77	72	75	58	
Number of students tested	23	26	25	21	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	3	3	3	
Percent of students alternatively assessed	8	12	12	14	
SUBGROUP SCORES					
1. Caucasian(specify group)					
Average Score			76		
Number of students tested			11		
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Scores in column 1 are for March 2008; scores in column 2 are for March 2007; scores in column 3 are for March 2006; scores in column 4 are for March 2005.

ITBS tests were administered to Grade 7 beginning in the 2004-05 school year.

Alternative assessment means that the ITBS was read to the student as per student's 504 plan.

Subject: Mathematics Grade: 8 Test: ITBS (Form A)
Edition/Publication Year: 2000 Publisher: Riverside
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	81	70	68	66	78
Number of students tested	24	24	21	18	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			3	2	1
Percent of students alternatively assessed			14	11	6
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Scores in column 1 are for October 2008; scores in column 2 are for October 2007; scores in column 3 are for October 2006; scores in column 4 are for October 2005; scores in column 4 are for October 2004.

No subgroup had more than 10 students.

Alternative assessment means that the ITBS was read to the student as per student's 504 plan.

Subject: Reading Grade: 8 Test: ITBS (Form A)
Edition/Publication Year: 2000 Publisher: Riverside
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	79	81	75	68	72
Number of students tested	24	24	21	18	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			3	2	1
Percent of students alternatively assessed			14	11	6
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Scores in column 1 are for October 2008; scores in column 2 are for October 2007; scores in column 3 are for October 2006; scores in column 4 are for October 2005; scores in column 4 are for October 2004.

No subgroup had more than 10 students.

Alternative assessment means that the ITBS was read to the student as per student's 504 plan.

----- **END OF DOCUMENT** -----